



R E DAVIS ELEMENTARY

345 Eastern School Road
Sumter, SC 29153

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 320 Students | |
| Principal | Anne McFadden | 803-495-3247 |
| Superintendent | Randolph D. Bynum, Sr. | 803-469-6900 |
| Board Chair | Mr. Larry Addison | 803-499-1181 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2011 | Average | Average |
| 2010 | Average | Good |
| 2009 | Below Average | Average |
| 2008 | At-Risk | At-Risk |
| 2007 | At-Risk | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

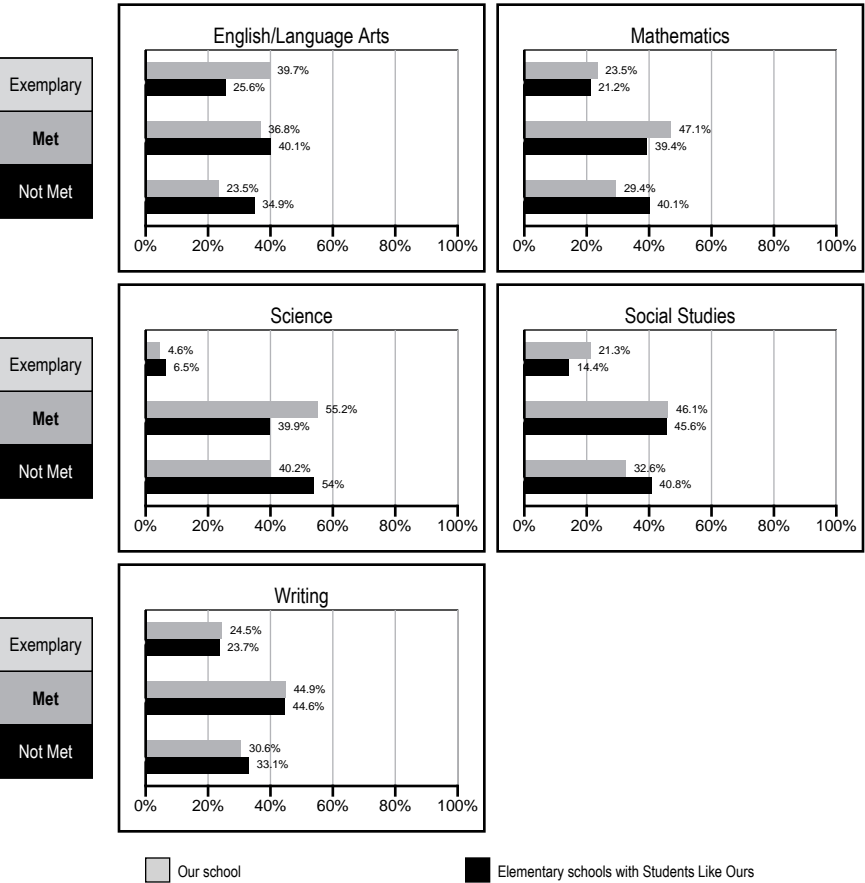
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 5 | 74 | 49 | 23 |

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=320) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 2.1% | Up from 1.0% | 1.5% | 1.1% |
| Attendance rate | 97.4% | Up from 97.0% | 96.0% | 96.2% |
| Served by gifted and talented program | 4.7% | Down from 6.4% | 5.1% | 13.4% |
| With disabilities other than speech | 2.8% | Down from 8.5% | 4.3% | 4.1% |
| Older than usual for grade | 0.0% | Down from 0.4% | 0.6% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=21) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 57.1% | 61.9% | 62.5% |
| Continuing contract teachers | 61.9% | Up from 57.1% | 81.8% | 88.2% |
| Teachers returning from previous year | 74.4% | Up from 63.4% | 84.3% | 87.8% |
| Teacher attendance rate | 97.4% | Down from 97.6% | 95.2% | 95.2% |
| Average teacher salary* | \$43,666 | Up 4.0% | \$45,196 | \$46,773 |
| Professional development days/teacher | 24.7 days | Up from 5.1 days | 10.6 days | 10.5 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.3 to 1 | Up from 16.8 to 1 | 17.5 to 1 | 19.9 to 1 |
| Prime instructional time | 94.6% | Up from 94.5% | 90.3% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 95.3% | Down from 97.5% | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil** | \$9,009 | Down 6.3% | \$8,655 | \$7,447 |
| Percent of expenditures for instruction** | 64.3% | Down from 68.1% | 67.6% | 68.4% |
| Percent of expenditures for teacher salaries** | 57.9% | Down from 61.1% | 63.9% | 65.8% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

R.E. Davis Elementary School continues to implement research-based, best-practice procedures to increase student achievement. Our staff is dedicated and highly trained in a variety of instructional strategies to ensure that every child is afforded academic experiences needed to succeed. In 2010, R. E. Davis received the Palmetto Silver Award for improvement in academic performance and for closing the achievement gap on the Palmetto Assessment of State Standards. Our 2009-10 Report Card shows that our absolute rating has increased from "below average" to "average", and our growth rating has moved from "average" to "good". R.E. Davis has been showcased by the state for its achievement.

The curriculum is driven by the utilization of the South Carolina Curriculum Standards. We also analyze data obtained from formative and summative assessments to inform our teaching and learning throughout the academic year. Our motto and school-wide theme, "Structured for Success: Each Child, Each Day, Some Way, Success," serves as the driving force behind our meeting and exceeding state standards.

Advanced technology is at the center of our efforts to keep up with the ever-changing, global society. All of our classrooms are equipped with interactive promethean boards for technology integration into core content areas. Additionally, we have invested in standards-based educational software, utilized manipulatives, differentiated instruction, and implemented other instructional strategies and learning activities that will prepare our students for the world of work and beyond.

Our teachers work hard to instill a sense of character and pride that will enable all of our students to succeed. Opportunities are given to students to have non-academic experiences that will enhance their knowledge of people, places, and things they have never seen. Through the "Star Student Program", partnerships have been established with people in the community to provide role models for selected students. All segments of the school community work hard to ensure that our students learn in a literacy-rich environment which is conducive to learning.

Anne McFadden, Principal

Jessirita Scriven, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 21 | 43 | 44 |
| Percent satisfied with learning environment | 100.0% | 93.0% | 92.9% |
| Percent satisfied with social and physical environment | 94.7% | 88.4% | 81.8% |
| Percent satisfied with school-home relations | 95.2% | 86.0% | 88.6% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 4.2% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.4% | 94.0%** | Yes |

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 145 | 100 | 23.4 | 36.5 | 40.1 | 83.2 | 79.4 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 71 | 100 | 30.4 | 30.4 | 39.1 | 75.4 | 75.3 | 78.7 | N/A | N/A |
| Female | 74 | 100 | 16.2 | 42.6 | 41.2 | 91.2 | 83.6 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 13 | 100 | 41.7 | 16.7 | 41.7 | 83.3 | 85.3 | 88.9 | I/S | I/S |
| African American | 128 | 100 | 22.1 | 38.5 | 39.3 | 82.8 | 74.8 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 97.4 | 93 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 82.7 | 79.3 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 86.1 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 27 | 100 | 69.2 | 15.4 | 15.4 | 42.3 | 42.5 | 48.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 80.4 | 78.3 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 136 | 100 | 22.7 | 37.5 | 39.8 | 84.4 | 76.7 | 75.4 | Yes | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 145 | 100 | 29.2 | 46.7 | 24.1 | 80.3 | 80.8 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 71 | 100 | 37.7 | 36.2 | 26.1 | 75.4 | 78 | 79.9 | N/A | N/A |
| Female | 74 | 100 | 20.6 | 57.4 | 22.1 | 85.3 | 83.6 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 13 | 100 | 25 | 58.3 | 16.7 | 75 | 86.3 | 88.9 | I/S | I/S |
| African American | 128 | 100 | 30.3 | 45.9 | 23.8 | 80.3 | 76.5 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 97.4 | 94.6 | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 81.9 | 81.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 91.7 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 27 | 100 | 61.5 | 23.1 | 15.4 | 42.3 | 43.7 | 47.3 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 78.3 | 81.4 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 136 | 100 | 27.3 | 48.4 | 24.2 | 81.3 | 78.2 | 74.9 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 94 | 100 | 39.8 | 54.5 | 5.7 | 60.2 | 65.3 | 68.6 |
| Gender | | | | | | | | |
| Male | 46 | 100 | 37.8 | 55.6 | 6.7 | 62.2 | 67.3 | 68.3 |
| Female | 48 | 100 | 41.9 | 53.5 | 4.7 | 58.1 | 63.1 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 7 | I/S | I/S | I/S | I/S | I/S | 74.9 | 80.7 |
| African American | 83 | 100 | 38 | 57 | 5.1 | 62 | 58.4 | 51.4 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 81.8 | 85.3 |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | 68.4 | 61.6 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 78.6 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 17 | 100 | 70.6 | 23.5 | 5.9 | 29.4 | 31.9 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | 50 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 88 | 100 | 39 | 54.9 | 6.1 | 61 | 60.4 | 57.3 |
| Social Studies | | | | | | | | |
| All Students | 97 | 100 | 32.2 | 45.6 | 22.2 | 67.8 | 68.4 | 72.5 |
| Gender | | | | | | | | |
| Male | 47 | 100 | 33.3 | 42.2 | 24.4 | 66.7 | 68.3 | 72 |
| Female | 50 | 100 | 31.1 | 48.9 | 20 | 68.9 | 68.6 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 11 | 100 | I/S | I/S | I/S | I/S | 74.4 | 81 |
| African American | 84 | 100 | 31.6 | 44.3 | 24.1 | 68.4 | 64 | 60 |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | 86.2 | 89 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | 64.4 | 69.6 |
| American Indian/Alaskan | N/A | N/AV | I/S | I/S | I/S | I/S | 81 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 18 | 100 | 64.7 | 29.4 | 5.9 | 35.3 | 36.8 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | N/A | N/AV | I/S | I/S | I/S | I/S | 46.7 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 92 | 100 | 32.9 | 45.9 | 21.2 | 67.1 | 64.4 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 49 | 100 | 30.6 | 44.9 | 24.5 | 69.4 | 67.2 | 73.2 | 97.4 | 96.1 |
| Gender | | | | | | | | | | |
| Male | 24 | 100 | 41.7 | 37.5 | 20.8 | 58.3 | 63 | 67.2 | 97.3 | 96 |
| Female | 25 | 100 | 20 | 52 | 28 | 80 | 71.7 | 79.4 | 97.6 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 6 | I/S | I/S | I/S | I/S | I/S | 71.8 | 81.5 | 96.2 | 95.5 |
| African American | 43 | 100 | 32.6 | 44.2 | 23.3 | 67.4 | 62.7 | 61.3 | 97.6 | 96.6 |
| Asian/Pacific Islander | N/A | N/AV | N/A | N/A | N/A | N/A | 100 | 87 | 97 | 96.8 |
| Hispanic | N/A | N/AV | N/A | N/A | N/A | N/A | 83.3 | 66.7 | 96.4 | 96.3 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 60 | 72.2 | 97.8 | 94.5 |
| Disability Status | | | | | | | | | | |
| Disabled | 9 | I/S | I/S | I/S | I/S | I/S | 17.1 | 26 | 96.1 | 95.5 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 40.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | N/A | N/AV | N/A | N/A | N/A | N/A | 76.9 | 65.7 | 96.9 | 97.1 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 46 | 100 | 28.3 | 45.7 | 26.1 | 71.7 | 62.9 | 63.2 | 97.4 | 95.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 43 | 100 | 14.3 | 34.3 | 51.4 | 85.7 |
| | 4 | 56 | 100 | 29.8 | 48.9 | 21.3 | 70.2 |
| | 5 | 55 | 100 | 30.6 | 49 | 20.4 | 69.4 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 51 | 100 | 16.7 | 27.1 | 56.3 | 83.3 |
| | 4 | 46 | 100 | 29.3 | 34.1 | 36.6 | 70.7 |
| | 5 | 48 | 100 | 25 | 47.9 | 27.1 | 75 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 43 | 100 | 34.3 | 34.3 | 31.4 | 65.7 |
| | 4 | 56 | 100 | 40.4 | 48.9 | 10.6 | 59.6 |
| | 5 | 55 | 100 | 36.7 | 42.9 | 20.4 | 63.3 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 51 | 100 | 29.2 | 45.8 | 25 | 70.8 |
| | 4 | 46 | 100 | 31.7 | 43.9 | 24.4 | 68.3 |
| | 5 | 48 | 100 | 27.1 | 50 | 22.9 | 72.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 22 | 100 | 58.8 | 29.4 | 11.8 | 41.2 |
| | 4 | 56 | 100 | 44.7 | 51.1 | 4.3 | 55.3 |
| | 5 | 29 | 100 | 53.8 | 38.5 | 7.7 | 46.2 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 26 | 100 | 36 | 56 | 8 | 64 |
| | 4 | 46 | 100 | 41.5 | 51.2 | 7.3 | 58.5 |
| | 5 | 22 | 100 | N/AV | N/AV | N/AV | 59.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 21 | 100 | 11.1 | 72.2 | 16.7 | 88.9 |
| | 4 | 56 | 100 | 19.1 | 63.8 | 17 | 80.9 |
| | 5 | 26 | 100 | 39.1 | 47.8 | 13 | 60.9 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 25 | 100 | 21.7 | 65.2 | 13 | 78.3 |
| | 4 | 46 | 100 | 34.1 | 41.5 | 24.4 | 65.9 |
| | 5 | 26 | 100 | 38.5 | 34.6 | 26.9 | 61.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2010 | 3 | 40 | 100 | 22.9 | 28.6 | 48.6 | 77.1 |
| | 4 | 54 | 100 | 51 | 26.5 | 22.4 | 49 |
| | 5 | 54 | 100 | 20 | 26 | 54 | 80 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 49 | 100 | 30.6 | 44.9 | 24.5 | 69.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample